



Progress Scaling Texas Pathways

Pillar 2 – Helping Students Choose and Enter a Pathway



Overview

The second pillar of the Texas Pathways strategy outlines the essential practices associated with helping students to choose and enter a pathway aligned with their end goals. Career and program exploration is occurring early and often for students in high schools, dual credit, adult education, continuing education, and during college orientation. Colleges are making themselves student-ready by designing supports that help all students succeed in college-level courses upon entry. Thoughtful collaboration and outreach with partners have resulted in the development of clear pathways from multiple entry points for students from all backgrounds into well-supported college programs. In this brief, we report the scale of implementation of Pillar 2 practices, examples of college practices, and recommendations for continued progress.

July 2022

Introduction

Texas community colleges are helping all students choose and enter a program pathway by providing college and career information early and often. Most colleges offer orientation, either in-person, virtually, or in both modalities. During orientation, students explore programs within meta-majors. Many orientations offer meta-major experiences, allowing students to see the types of courses they will take and how they apply to the workforce. College and career exploration is reemphasized during early advising and program planning, and in many cases, within a first-year experience or Learning Framework course.

All colleges have redesigned the early academic experiences of students deemed underprepared for college-level courses. Colleges have created math-pathway-aligned corequisite courses that allow most students to complete program-relevant entry-level math with in-semester supports. Corequisites have been developed for reading and writing-intensive courses as well; with colleges offering corequisite support for Composition I and additional courses such as Government, History, and Psychology.

Support for students extends beyond course structure, with most colleges offering tutoring support from professional and peer tutors, faculty mentoring, and systematic advising throughout the student's academic journey. Colleges are leveraging support structures to guide students from Adult Education and Literacy (AEL) programs into and through aligned program pathways by offering co-advising and integrating AEL students into college operations.

Colleges continue to build and strengthen relationships with their K-12 partners, reaching students as early as middle school and high school, to elevate program options at community colleges. Dual credit offerings are becoming more strategic, as colleges are working with high schools to support students to select a dual credit program.

This research brief provides insights into Pillar 2 essential practices. Examples of implementation are provided for each practice to highlight the various ways colleges are helping students choose and enter a pathway.

Pillar 2 Essential Practices

2A. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

2B. Special supports are provided to help academically underprepared students to succeed in the “gateway” course for the college’s major program areas.

2C. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math course by the end of their first year.

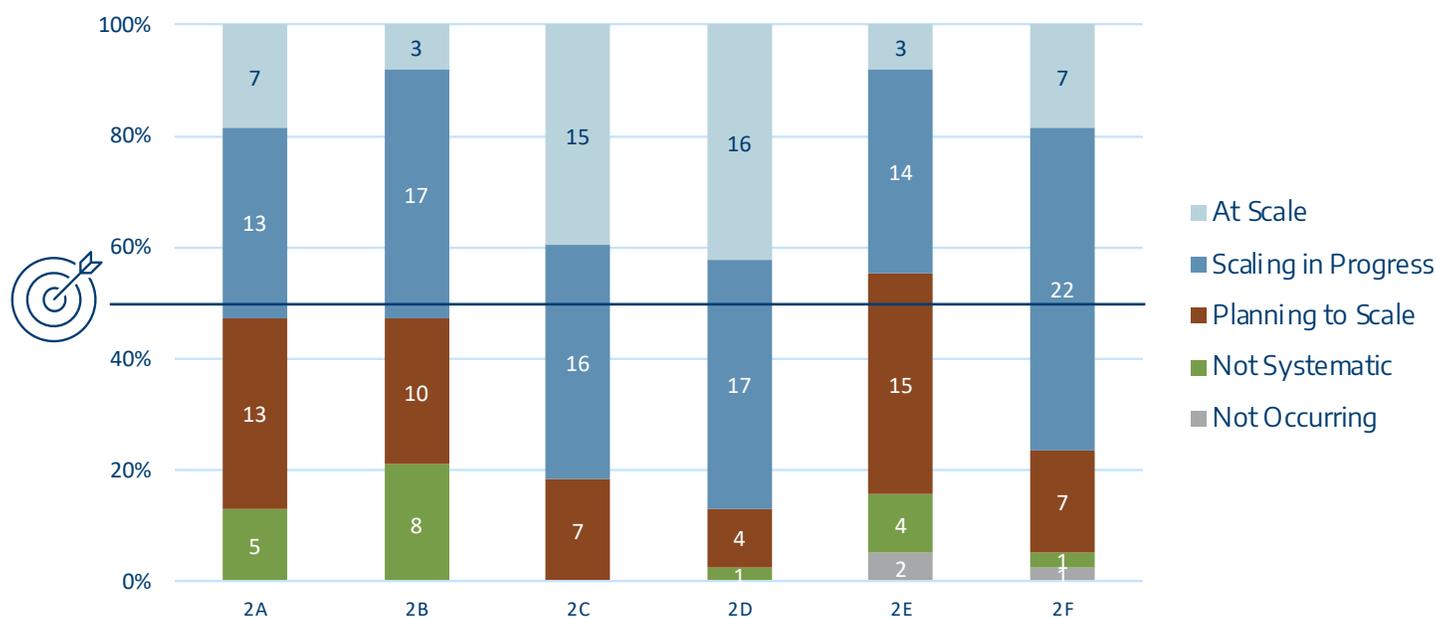
2D. Special supports are provided to help academically underprepared students to succeed in the “gateway” English course by the end of their first year.

2E. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

2F. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Pillar 2: Helping Students Choose and Enter a Pathway

Figure 1. Number of Colleges at Each Level of Implementation



Note. The 2021 Texas Pathways Scale of Adoption Assessment (SOAA) was administered to 48 member colleges in Spring 2021. Forty-three colleges returned the SOAA and 38 colleges participated in validation interviews. (N = 38 colleges)

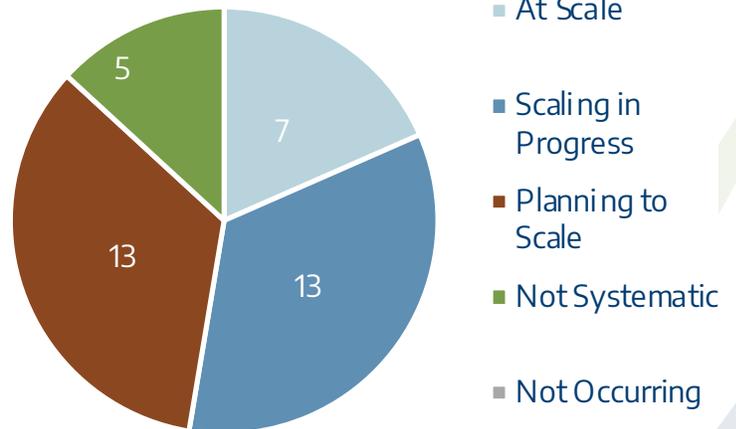
Colleges are making significant progress scaling the Pillar 2 essential practices (Figure 1). To be “at scale,” colleges must serve at least 80% of first-time-in-college (FTIC) students with the practice. “Scaling in progress” requires the practice to reach 50% of FTIC students.

The Texas Success Center goal of having at least half of colleges “at scale” or “scaling” was met for five of six Pillar 2 practices. At least half of the colleges have systematized ways to provide career exploration early in the college experience, support gateway courses completion across programs, and to work with high schools and feeders to promote college-going. Colleges are moving into improvement cycles to continue to improve Pillar 2 practices by gathering student, advisor, and faculty feedback.

Practice 2A: Every new student is helped to explore career/college options, choose a program of study, and develop a full program plan as soon as possible.

Orientation. Many colleges have redesigned orientation practices to include opportunities for students to explore meta-majors and complete career exploration activities related to meta-majors. Colleges have made orientation available on- and off-campus, providing information to independent school districts (ISDs) and AEL partners. Additionally, colleges have provided hybrid and online options for students to engage with college programs to make informed decisions.

Figure 2. Number of Colleges at Each Level of Implementation (Practice 2A)



- Students at **College of the Mainland** are required to attend New Student Orientation (NSO) where they are matched with an academic advisor who supports ongoing career and program exploration. All entering students are placed into a meta-major and/or program at the start of college. No student is placed into an undecided category. At NSO, students receive a first-semester plan and a full completion plan that is stored in EAB Navigate.
- **Howard College** established a mandatory “0-week” orientation for new students and students with less than 15 hours. During “0-week,” students use [Career Coach](#) to explore careers, meet with an advisor to choose a pathway, and enroll in courses.
- **Laredo College** requires all FTIC students to attend an advising session where staff explains the glossary of higher education terminology, how to create and use a degree plan, and how to access self-service accounts so all students are clear about college practices and services.
- **McLennan Community College** produced [a series of videos](#) for students to introduce them to the careers linked with program completion.
- **Midland College** introduced Student Navigation to assist the undecided student with registration paperwork, general questions, and connections to career resources.
- **Ranger College** requires all students to participate in orientation called Ranger Roundup. All academic students are required to take the Learning Framework course. Students explore career options at Ranger Roundup and during Learning Framework.

Career Exploration. Colleges have utilized several methods to provide career exploration to students as they enter the college to choose a program pathway. Some colleges use EMSI’s Career Coach or other career assessments during orientation advising sessions, other colleges have career centers available before and during onboarding, and others provide career counselors to students.

- All new students at **Navarro College** complete the “[YouScience](#)” career assessment that provides students with multiple career options based on their aptitude and interests.
- **North Central Texas College** requires that FTIC students meet with a Success Coach in the completion center and complete a FTIC course. Students explore degree and career options, so they understand what is available to them.
- Students entering **Paris Junior College** explore careers during orientation, in the Learning Framework course that is required of most majors, and in several other areas like TRIO, Upward Bound, and Talent Search.
- At **South Texas College**, students have a variety of options to explore careers early on: in a college connection fast track program for high school students, at a 3-hour [First-Year Connect](#) event for new students, during a Learning Framework course, and through the Career Services office.
- Students at **Texarkana College** participate in career exploration during required orientation, the Learning Framework course, and onboarding advising.
- **Tyler Junior College** includes career exploration and career services at the start of the student experience to help students identify their interests and choose meta-majors early.
- Students at **Coastal Bend College** have access to “[TransfrVR](#)” headsets, which provide hands-on career exploration through a virtual reality experience. The headsets are used in outreach with K-12 partners and with incoming students.

Learning Framework Course. Many colleges encourage students to enroll in a Learning Framework course in the first semester to reinforce knowledge about support services introduced in orientation, have students work on a career project, and ensure students are aware of career options aligned with their program of study. Some colleges make this course mandatory and build it into program requirements.

- At **Frank Phillips College**, students explore careers in a first-year experience course and again in the college’s Learning Framework course, which is a capstone course at the end of the program. During the required capstone course, students engage in mock interviews with professionals in the community, examine financial literacy, visit partner universities, apply for scholarships, and apply for jobs. The course was designed to help students navigate the next steps in their journey to the workforce or transfer institution.
- Students at **Houston Community College** take a success course that includes a career research project where they learn how to find a job, understand cost of living, and examine earning potential. The college is working to include job shadowing opportunities for students through this course.
- All students at **Panola College** take a Learning Framework course, where they explore careers early in their college career to quickly choose a pathway.
- Students at **Trinity Valley Community College** must take a Learning Framework course where they explore careers and interact with Career Coach. Students are also required to make a full program plan upon admission.

Program Planning. Colleges are utilizing human and technological capital to create full program plans for students early in their college experience. Some colleges provide program plans during orientation. Others provide these during initial advising, and others complete program planning during the Learning Framework course. At most colleges, program plans are stored online so that students, advisors, and faculty can access them.

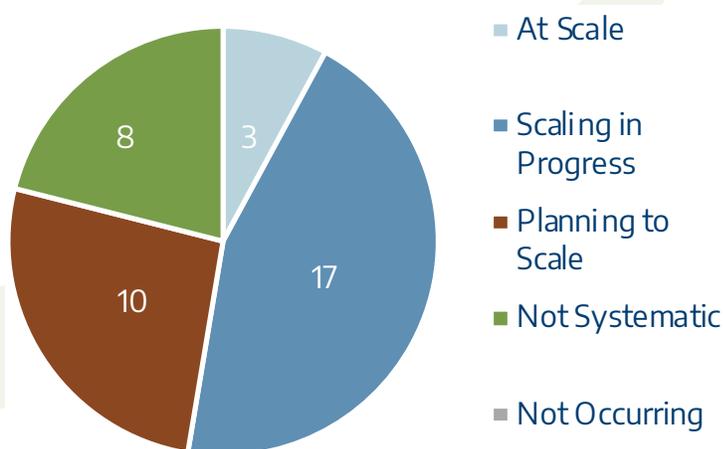
- As part of AlamoADVISE, **Alamo Colleges** hired and trained enrollment coaches to talk to students with the student's end goal in mind. Students have several opportunities to create a full program plan: at orientation, during the Learning Framework course, or with an advisor if they have not planned by the completion of 15 hours. Once students earn 30 hours, they must declare their intended transfer university. The student planning software allows students to plan and register in one system.
- At **Austin Community College**, all students designate their Area of Study upon admission to the college and are provided with complete program maps upon matriculation. The college also offers weekend in-person and virtual study groups for students to get together and discuss course material and share resources with each other with a subject tutor present.
- Students at **Central Texas College** are required to meet with an advisor before the end of their first semester. Full educational plans are stored in Eagle Self-Service and reviewable by students at any time to see remaining courses in the program plan.
- The onboarding process at **Dallas College** has three components: enrollment management, student success, and student wellness. The enrollment management process refined onboarding processes and students are matched with a college coach for support through matriculation. Once students are registration-ready, students are matched with Success Coaches for ongoing academic and wellness support.
- Students at **Del Mar College** are required to meet with an advisor to discuss program and course selection. To manage the demand, the college uses Outreach & Enrollment staff, primary-role advisors, and faculty members to support students.
- Students at **Grayson College** meet with Success Coaches to plan the first year of coursework, with the option to look out to two years. Plans are stored and students can register with one click when the registration window opens.
- **Galveston College** supports students to create a degree plan early in their experience. As a result, nearly all students (95% or higher) have degree plans by the end of the first semester.
- **North Central Texas College** registers students for a full year of courses on their program plan. Advisors assist this process and the college is implementing technology to allow students to plan a year at a time.
- When students onboard at **Victoria College**, they discuss their end goals for transfer or career and advisors use this information to develop the program plan. Students and staff can see their plans in "Navigate."

Practice 2B: Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

This practice was adjusted from previous SOAA administrations. In prior years, the SOAA collected information on all gateway courses. In 2021, the SOAA collected three items related to “gateway” courses. Practice 2B refers to gateway courses other than math and English, with the latter two represented in practices 2C and 2D. Compared to supports for math and English, colleges have lower levels of scaling for supports in “gateway” courses. However, lessons learned from the implementation of corequisite math and English, with thoughtful supports, are informing colleges’ efforts to scale up supports in other gateway courses.

- **Amarillo College** uses the Decision Analytics and Institutional Research (DAIR) [data dashboard](#) to identify difficult courses and tailors support accordingly.
- The Ascender program at **Austin Community College** is a Latinx cohort of students that receive additional support in courses contextualized for Latino students; the program is open to all students who meet the academic criteria. The college also launched the Black Representation of Achievement through Student Support ([BRASS](#)) program to prepare members with holistic supports to become corporate and community leaders.
- Faculty at **Coastal Bend College** adopted software programs through McGraw Hill and Pearson (i.e. Revel, Connect, MyLabs) to provide more equitable access to supplemental support for core curriculum courses such as English, History, Psychology, Government, Spanish, and Sociology.
- **Dallas College** transitioned to a “Learning Commons” academic support model that integrates library services, tutoring, and instructional computing services to streamline tutoring and student support services. There is also faculty support to acquaint students with tools for in-class academic support.
- In addition to math and English, **Houston Community College** offers corequisite support in several gateway courses, such as Humanities, Sociology, and History, with plans to expand to the Sciences next.
- At **Lee College**, course-level data is analyzed to target the placement of supplemental instructors in courses with high DFWI rates.
- During the pandemic, **San Jacinto College** Student Success Centers (SSCs) began offering online tutoring in one-on-one and group settings, allowing for students to choose the mode of tutoring that best suited them. The SSCs also switched from requiring students to see tutors on their own campuses to being allowed to schedule appointments with any available tutor, increasing the availability of sessions to students.

Figure 3. Number of Colleges at Each Level of Implementation (Practice 2B)



Practices 2C and 2D: Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.

Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.

Gateway Supports. Colleges have made significant strides in gateway math and English support, mainly by implementing corequisite support. HB 2223 required that 75% of developmental education students be enrolled in corequisite support at the time of the SOAA, and most colleges met that goal. Some colleges have implemented corequisite support for 100% of eligible students, citing impressive results that supported full implementation. Most colleges offer other supports, such as math and writing labs and student tutors.

Colleges varied in the support offered by math pathway: some colleges contextualized specific support courses for each pathway, others provided a STEM support course for College Algebra and Math for Business and non-STEM support course for Statistics and Quantitative Reasoning, and others provide a general lab course as support.

Figure 4. Number of Colleges at Each Level of Implementation (Practice 2C - Gateway Math)

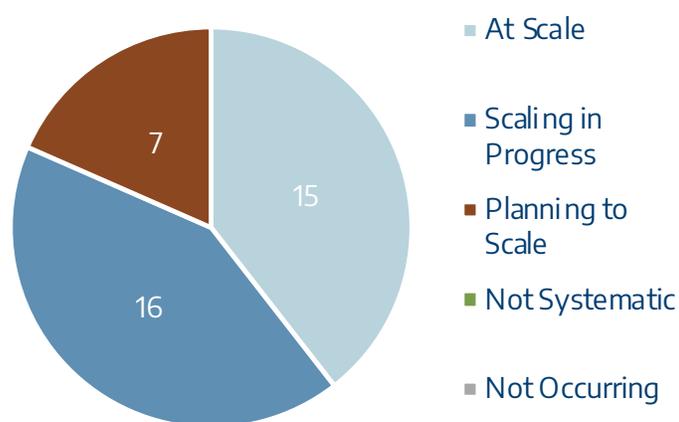
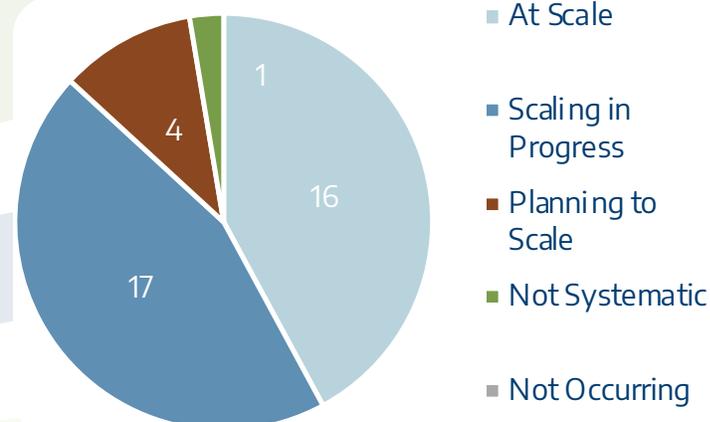


Figure 5. Number of Colleges at Each Level of Implementation (Practice 2D - Gateway English)



- **Amarillo College** encourages all students to complete English and math as soon as possible. The college recommends an English corequisite in the first 8-week semester followed by a reading course related to the student’s community (meta-major). Then the student enrolls in corequisite math in the first 8-week session of the second semester. STEM students are enrolled in a free “Smart Start Center” course prior to their math corequisite to get exposure before the intense corequisite College Algebra course.
- Corequisite classes are in place for underprepared students at **Cisco College**, with additional support provided by the Math and Writing Center and online tutors.
- **Clarendon College** has offered all developmental math support through corequisite NCBOs for the past 7-8 years, an initiative that was spearheaded by a math faculty member and supported by leadership.

- **Coastal Bend College** implemented corequisite models at 100% for all upper-level dev-ed coursework in English and for Contemporary Mathematics.
- At **College of the Mainland**, all students are enrolled in co-requisite support. The college shares research with students about the positive impact of corequisite support during advising to help students understand the benefit of in-semester supports.
- **El Paso Community College** enrolls 97% of top-level dev-ed students in corequisite English and math. The college utilizes multiple measures for placement and as a result, more students are being placed directly into college-level courses.
- **Galveston College** designed each unique corequisite support courses for each entry-level math course.
- At **Hill College**, students use the “Smarthinking” tool to review their writing assignments before submission. Faculty may require its use or provide it as an optional tool. A staff member at Houston Community College develops individualized educational plans for students who were unsuccessful in their corequisite course to retain students and provide appropriate supports.
- **Howard College** analyzed student outcomes by TSIA score and now offers 1-, 2-, and 3-hour corequisite options for math courses based on student data analysis.
- **Kilgore College** increased the semester credit hours for the English and math corequisite support courses from two to three based on analysis of its original corequisite design. The additional contact hour provides more support, and the college will examine the impact on student success in the gateway course.
- **Laredo College** provides corequisite support all underprepared students as an opportunity to succeed in college-level courses.
- At **Navarro College**, corequisite math classes provide just-in-time instruction for the college-level content. Developmental and credit-level math faculty select textbook materials together so that students only purchase one textbook.
- **Panola College** restructured its developmental education offerings into the Department of Preparatory Studies. All students are placed in corequisite support courses. As a result, students are motivated to progress because they are earning college credit right away.
- At **Paris Junior College**, all students deemed underprepared are placed into corequisites. The college has several options, including a smaller NCBO option for students who are nearly college-ready.
- **San Jacinto College** implemented Structured Learning Assistance (SLA), a required supplemental instruction model for corequisite students whose grades fall below a pre-determined level. SLA facilitators attend courses as master students, allowing them to gain knowledge of instructional components, course requirements, and the unique needs of the corequisite students. A feedback loop between SLA facilitators and faculty supports real-time adjustments.
- **Temple College** enrolls 100% of eligible students in corequisite support for entry-level math and English courses. The college plans to extend additional corequisite courses for INRW with liberal arts.
- **Western Texas College** has implemented corequisites for 100% of eligible students. The courses are supported by peer tutors and the college has engaged retired math teachers in the community to provide additional support for math students.

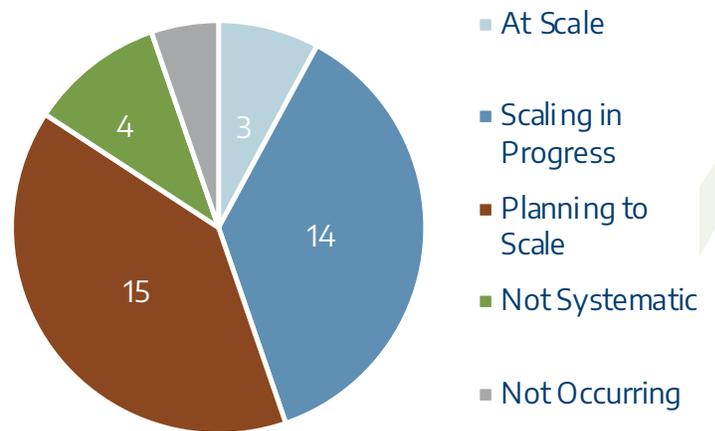
Practice 2E: Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Many colleges are using resources wisely to support students from all backgrounds to enter college-level courses. However, this level of support is not yet fully scaled at most colleges since focus has been placed on scaling HB2223 corequisite supports for entry-level courses. Lessons from guided pathways and HB2223 implementation are informing the development of supports in areas like Adult Education and Literacy (AEL) and Continuing Education (CE).

Pathways from AEL Programs. Many colleges have built pathways from AEL programs into Career and Technical Education (CTE) and academic programs at the colleges. Some colleges utilized AEL Career Navigators to provide ongoing support to students through the transition to college programs.

- **Amarillo College** leads the state in AEL integration. AEL students are given student IDs and are included in all college systems. The college created pathways from AEL Career Pathways into communities (meta-majors).
- **College of the Mainland** leveraged grant funding to build AEL programs that allow students to be dual-enrolled in AEL and college-credit programs.
- The [WorkReadyU](#) program at **Dallas College** fast-tracks AEL students to advance their education to a career.
- **Kilgore College** provides intensive college-readiness support to AEL completers to prepare them for entry into college-level programs. The current strategic plan integrates AEL students into the college student body so these students have access to all the resources at the college and feel a part of the student body.
- The goal is to have AEL fully integrated into college systems at **McLennan Community College**; pathways are being built from AEL programs and TRUE credentials to college programs.
- The **Midland College** equity committee designs effective and supportive pathways for students in AEL, dev-ed, and CE to ensure all students move into credit programs as soon as possible.
- At **Navarro College**, clear pathways exist from AEL to CE and CTE. AEL success courses are paired with CE and CTE courses so students can see what college programs are available. AEL works with CTE to provide financial assistance and support classes as students transition to a degree programs and into the workplace.

Figure 6. Number of Colleges at Each Level of Implementation (Practice 2E)



- The [Intentional Connections](#) program at **San Jacinto College** provides a learning community for students that have a high school credential but score in Adult Basic Education. The program teaches students how to self-advocate and prepares them to continue their education with focus and tools to be successful. Career exploration and faculty advising are key components.
- **Southwest Texas Junior College** designed AEL bridges and integrated AEL students into the college's Colleague system. Students have IDs and college support to transition into college programs.
- **Temple College** designed two pathways for students enrolled in AEL: to a [Business CE program](#) or to academics.
- The developmental education and AEL coordinators at **Texarkana College** create pathways from AEL and developmental education to credit-bearing programs in workforce and academics. The college is working on credit articulation for CE programs.
- **Trinity Valley Community College** is proud to have the 4th highest GED completion rate in the country. GED students are included in graduation and can see college programs available to them with clear pathways to college-level work.

Pathways from Continuing Education Programs. Some colleges are considering how to articulate CE courses into college credit to provide an on-ramp to more students into credit-bearing programs.

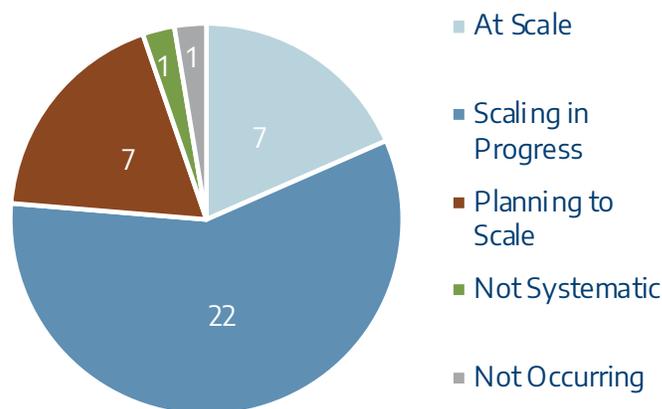
- **Dallas College** is building stronger connections from CE to CTE and transfer programs within each school. Students will have a clear understanding of how to move from CE through completion of credit-bearing programs based on employment and educational goals.
- **Laredo College** has created non-credit to credit articulation agreements to align CE and college program and provide a clear pathway for students from CE to credit programs.
- At **Victoria College**, the CE department was moved under instruction allowing for faster development of pathways from AEL and CE to credit-bearing workforce and academic programs.

Practice 2F: The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Middle and High School Outreach. Colleges are reaching out to middle and high school students and families to familiarize them with college opportunities aligned with high school endorsements.

- The College Connection program at **Alamo College** supports prospective students through the entire application process with semesterly support to inform and motivate students for the transition into college. AlamoPROMISE provides a last dollar scholarship to students from specific graduating high schools in the San Antonio removing a financial barrier achieving a postsecondary credential.
- **Alvin Community College** offers college prep courses virtually at all their ISDs in partnership with [Texas College Bridge](#).
- **Dallas College** has a bilingual team to communicate about college with high schools and families to engage all members of the community with postsecondary education opportunities.
- At **Navarro College**, multiple departments, including recruiting, Carl Perkins Success Center, financial aid, fine arts, and academic directors visit high schools to provide students with information about programs and assist them with completing the ApplyTexas application and the FAFSA form. Navarro College athletes visit elementary schools as part of “[High-Five Friday](#)” to promote a college-going culture. The college also joined the [Texas College Bridge](#) initiative to create additional opportunities for high school students to be TSI complete prior to entering college.
- **North Central Texas College** engages an “elite team” to recruit Latinx and Hispanic populations from local middle and high schools, and from the community. The college created CTE [program videos](#) to show the benefit of the programs to more populations.
- **San Jacinto College** partnered with Pasadena ISD and Good Reason Houston to establish the [Harris County Promise Program](#) to advance degree and certificate completion and to create a college-going culture among underrepresented high school students. Eligible students from selected local high schools can receive up to three years of guaranteed tuition and additional assistance upon taking the Promise Pledge and becoming Harris County Promise Scholars.

Figure 6. Number of Colleges at Each Level of Implementation (Practice 2F)



- **Trinity Valley Community College** provides parent nights, student presentations, financial aid assistance, and dual credit pathways for student/parental guidance. The college collaborates with service area high schools in the creation of programs of study and pathways for the specific high school dual credit students (i.e. CTE programs at the high schools and stackable credentials).
- **Tyler Junior College** engages high school students in “[Onward](#),” a program that prepares 9th through 12th graders for college and career by engaging them with students, faculty, and staff at the college to prepare for college entry.
- **Western Texas College** offers an Opportunity Tuition waiver to high school students in their county that covers tuition and fees for students with a high school GPA of 2.5 who complete 40 hours of community service.
- Several colleges noted that they continue to provide college readiness courses (HB5 courses) and noticed that recent changes to the K-12 funding structure that provided incentives for course completion that have translated into greater demand. Some colleges are getting creative with the delivery of these courses.

Dual Credit (DC) Opportunities. Many colleges offer academic dual credit options to students. Most colleges are working with ISD partners to have dual credit students declare a program ahead of SB25 requirements to do so. Some colleges make workforce dual credit available for students who are not yet deemed college ready and/or who are interested in workforce programs.

- At **Alamo Colleges**, dual enrollment courses taught at the high school sites benefit from [AVID](#) or [PATH](#) college readiness programs designed to equip underprepared students with the skills necessary to be successful in college-level courses.
- **Amarillo College** has two dedicated advisors for dual credit students and program maps that link endorsements to the college’s communities (meta-majors). Starting in Fall 2021, all DC students were on a specific pathway aligned with their endorsement.
- The strategic plan at **Brazosport College** includes the expansion of degree and career planning to include non-dual-credit high school students as well as students in K-8. The college created seamless educational pathways between high school endorsements and college areas of study.
- **Del Mar College** partners with over 40 ISDs to offer dual credit. Dual credit students receive intentional advising to choose pathways and create program plans related to their major. The college provides evaluations with parents, counselors, and students in 9th grade and follows up every year to make sure students are on the correct path. High school seniors are invited to campus where they are advised on the value of completing the core, a certificate, or AA/AS/AAS.
- Through grant support, **Kilgore College** worked with local high schools to enroll students in dual credit workforce courses that lead directly to college programs. Another grant allowed the college to embed advisors at seven high schools to work with students in rural ISDs to provide career exploration and promote a college-going culture.

- **Lee College** no longer offers general studies for dual credit students. All students have to choose a program that aligns with their high school endorsement choice.
- **Midland College** offers two dual credit pathways for CTE and transfer programs. The CTE path is academy based and housed at off-campus site. All DC students have access to the career center on the main campus.
- All 36 high schools in the **Navarro College** service area are assigned a Dual Credit Coordinator who ensures that dual credit students are enrolled in a program of study and properly advised into coursework in that program of study.
- The dual credit coordinator at **Ranger College** visits 8th grade classrooms to give presentations about the dual credit and career options aligned with each high school endorsement so that students can make an informed decision. The college is working on scaling this up to reach more schools.
- **Southwest Texas Junior College** has Early College High School partnerships with 3 ISDs and P-Tech offerings with ISDs have expanded.
- Dual credit students at **Trinity Valley Community College** are treated just as college-level students. DC students declare a major, receive a full program plan, and engage with advisors.
- The **Weatherford College** Dual Credit and TRIO programs identify academic performance measures and help students meet and exceed them. The college uses student data to identify supports for both academic and non-academic needs.

Recommendations

Colleges are making significant progress in scaling the essential practices in Pillar 2. To continue this momentum to improve practices and scale efforts to serve all students, the Texas Success Center recommends colleges:

- 1.** Ensure all students create a full program plan as soon as possible. Provide plans that are adjustable for part-time students so it is clear which courses are required and offered when the student can take them.
- 2.** If students arrive to the college without clear goals, provide career and program exploration within the first semester, to support the informed selection of a program within the first year. Leverage a combination of in-person, online, and virtual options to reach more students.
- 3.** Create a leadership team to design pathways from high school endorsements, dual credit, AEL programs, and CE programs into credit-bearing college-level programs. Design programs with credit articulation and end goals in mind.
- 4.** Create intentional plans for early, intrusive, and mandatory support during gateway courses for both corequisite and stand-alone courses. Develop alternative support options, such as mid-semester refreshers, re-assessments, and flex entry, for students who are unsuccessful during their first attempt at a gateway course.
- 5.** Collect and analyze quantitative and qualitative student data in gateway corequisite courses to refine supports as implementation is scaled to more students. Extend in-semester supports, such as corequisite labs, embedded tutors, to other critical courses identified by course-level data analysis.
- 6.** Prepare accessible and culturally-relevant outreach materials—in multiple languages and available in multiple formats—to reach students and their families from multiple entry-points with information about pathways to and through college programs that highlight the benefits of earning a postsecondary credential.
- 7.** Use the information provided in pillar briefs to network with peer colleges to learn more about processes that could support the scaling of Pillar 2 practices at your college.

Acknowledgment

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Texas Success Center

The Texas Success Center supports the Texas Association of Community Colleges members' efforts to improve student success and directs Texas Pathways—a statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all students. For more information, visit tacc.org/tsc.